



**Bosworth
Independent
College**

Marking and Feedback Policy

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| Reviewed | July 2021 |
| Next Review Date | July 2022 |
| Lead for Review | Assistant Principal - Academic |

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Introduction

At Bosworth Independent College we will ensure that students' get the maximum benefit from their education through an entitlement to regular feedback from teachers. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve. The methods of marking work will be applied consistently throughout the school.

Objectives

1. To monitor, evaluate and review students' current stages of progress, and identify their next steps for progress and improvement.
2. To give students accurate feedback on their progress and achievement
3. To promote a positive self-image and encourage students to value and take pride in their work.
4. To agree and set challenging targets for improvement.
5. To standardise the marking procedures throughout the school
6. To enable students to self-evaluate their work and take responsibility for setting their own targets.
7. To provide evidence for assessment, recording and reporting

Principles of marking and feedback.

1. Marking will be against the learning objective and individual targets
2. Any learning points / misconceptions will be addressed
3. Students will have the opportunity to reflect on their feedback and question comments
4. Whenever possible students will be given an opportunity to participate in the process (PA/SA) so that there is a shared perspective on feedback, marking and target setting
5. The following pens will be used as follows:

| Stationery used: | Task undertaken: |
|------------------|---|
| Black pen | Students work |
| Green pen | Teacher feedback |
| Blue pen | Response to teacher feedback / peer assessment/ self-assessment |

The Five Main Types of Formative Marking and Feedback

- i. In-Depth Teacher Marking
- ii. Peer/Self-Assessment PA/SA
- iii. Verbal Feedback VF
- iv. Marking for English/Literacy Using School Codes
- v. Light Touch/Acknowledgement Marking

In-Depth Teacher Marking

This should result in good quality written feedback in green pen;

A star - a positive comment which relates to the learning objectives. (see summary)

A staircase – steps to make further progression in an area where the success criteria was not met.

Peer and Self-Assessment PA/SA

Students need to be taught to do it effectively. This should be done in blue pen to highlight it as student marking and not teacher marking. All peer and self-assessment should be verified by teachers whilst light touch marking is being undertaken. LT

Verbal Feedback VF

Verbal feedback is a valuable form of formative feedback. The importance of individual and whole class oral feedback is recognised. Teachers will use the verbal feedback stamp and students themselves should record comments made in blue pen and **now** action the feedback given.

Marking for Literacy Using Whole School Codes

It is not necessarily expected that teachers correct every punctuation, grammatical error and spelling mistake in every piece of writing. But for younger or less able students (SEN/EAL), it will be necessary to write the correct version. As students gain confidence and knowledge, they should be able to identify and correct their own mistakes.

The General Marking Code is displayed here:

| Code: | Explanation: |
|----------------------------------|--|
| Sp next to a word | Try this spelling again |
| P | Punctuation |
| // | Begin a new paragraph |
| T | Mistake in the use of tense |
| WO | Show your working out |
| WA | Wrong answer given |
| Cap (with letter circled) | Capital letter should have been used |
| Ss | Sentence structure is unclear |
| ? | Meaning is unclear |
| ✓ ✓ | Indicates excellent section of work or a particularly well-chosen word or phrase |
| ^ | word missing/insert word or letter |
| gr | grammar |
| Word underlined | Wrong word given |

Light Touch Marking

Teachers will acknowledge work through the use of ticks, teacher initials, simple English corrections and/or brief attainment based comments in green pen.

DIRT (Dedicated Improvement and Reflection Time) Marking

As well as providing students with the feedback on the work they have completed and targets for improvements it is also vital that teachers build into their lesson, opportunities for students to act upon this information and advice. DIRT marking is the process of allowing students to reflect/act upon the comments that have been written as feedback. Therefore, ensuring the feedback is being put to use and is supporting the progress of our students, not for their next piece of work but **NOW** – in their lesson.

Teacher Guidance for effective DIRT marking:

1. Keep it focused upon specific improvements to their work.
2. Models of work, an outstanding exemplar helps gives students a high standard to reach or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work.
3. If students are receiving targeted feedback that is targeted they should learn clear patterns regarding how they need to improve in specific subject areas.

4. Utilise quality 1:1 verbal feedback to support DIRT marking.

Policy Summary

| | TYPE OF MARKING | METHOD OF IDENTIFICATION | FREQUENCY: (guideline may depend on the subject area) |
|---|--------------------------------------|---|---|
| 1 | In-depth teacher marking | ★ Star └─ Staircase Teachers use green pen. | Formal piece of written work. Regularly subject dependent. |
| 2 | Peer/self assessment | This should be written by students in blue pen. | At teachers discretion: subject/faculty dependent |
| 3 | Verbal Feedback | VF Stamp used by teachers | As appropriate on a lesson-by-lesson basis. Students to record verbal feedback given in blue pen and action it. |
| 4 | Marking for English/Literacy | Codes to be used. Teachers mark in green pen. | All work considered but not necessary to correct every error. |
| 5 | Light Touch/ Acknowledgement marking | Ticks, teacher initials, simple English/Literacy corrections and/or brief attainment-based comments in green pen. | All work |

A Level Students

As A level students complete work on file paper a progress tracker can be kept at the front of their folders so a record of feedback, comments and action taken will be accessible for each half term if necessary but this may also be subject dependent.

| Date | Topic | % | Grade | Areas of Strength  a positive comment which relates to the learning objectives | Areas for Development  steps to make further progression in an area where the success criteria was not met | Action Plan Work to be completed. Deadline and review. |
|------|-------|---|-------|---|--|--|
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Some possible Strengths or Areas for Development

- Practical Application Mathematical Application Not showing working out (calculation) Memory Recall
- Interpretation Careless Mistake Graphical Drawing Graphical Analysis
- Describe (give a detailed account in words) Explain(give a reason to justify a theory/fact)

